



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12461694
SAU: MSAD 52
School: Turner Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

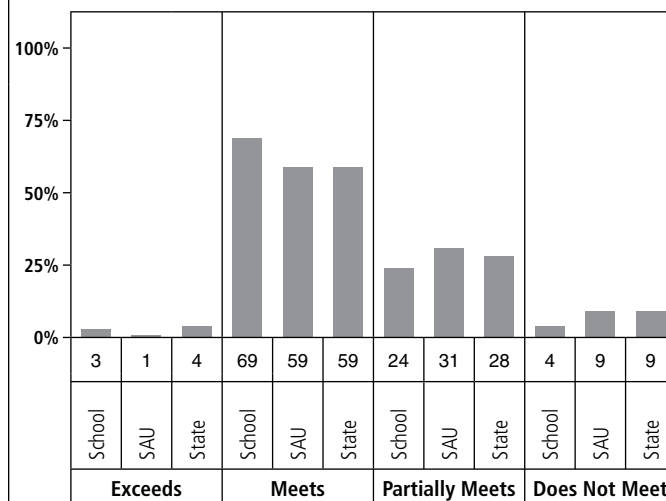
SAU: MSAD 52

School: Turner Elementary School

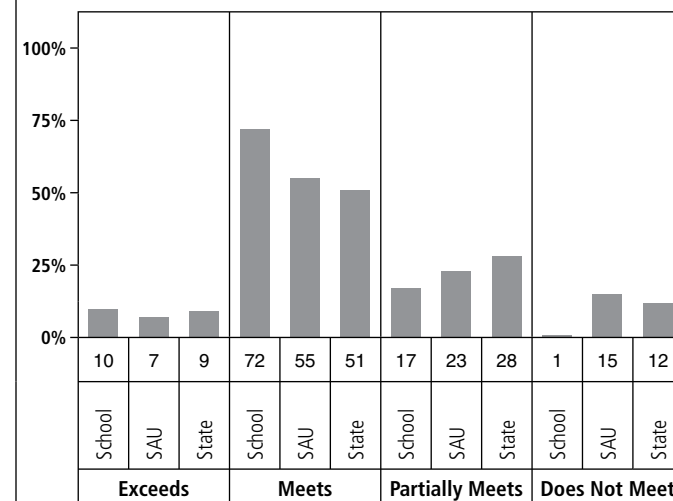
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	442	441	444
2006–2007	444	441	445
2007–2008	447	444	445
Cum. Avg. *	444	442	445
Mathematics			
2005–2006	445	443	444
2006–2007	445	441	445
2007–2008	451	445	445
Cum. Avg. *	447	443	445
Science & Technology			
2005–2006	442	441	444
2006–2007	445	440	444
2007–2008	447	442	444
Cum. Avg. *	445	441	444

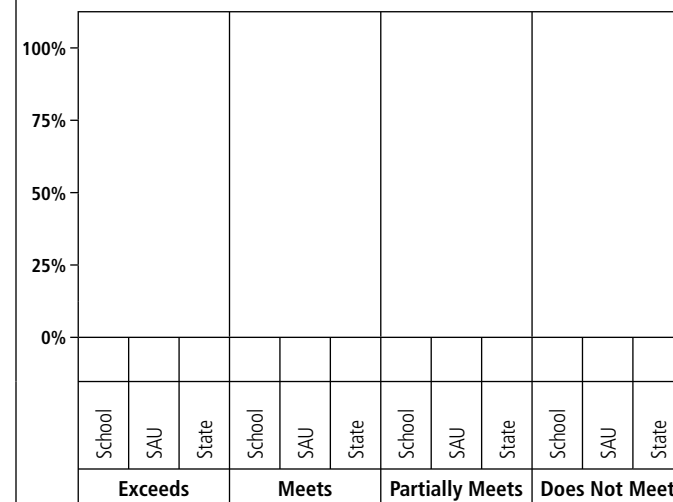
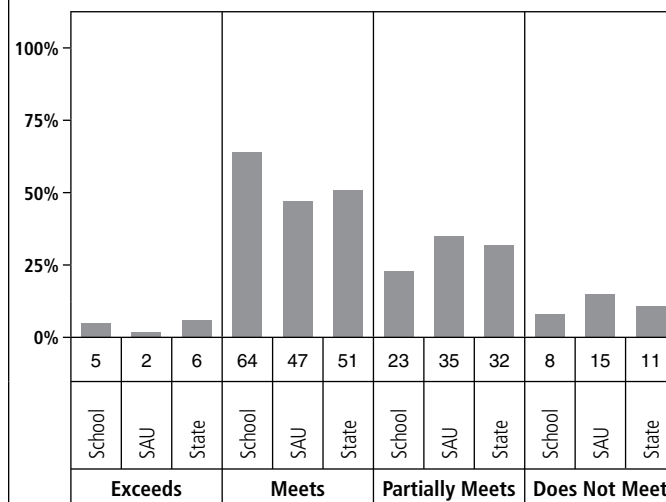
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	78	100	164	100	14207	100	78	100	164	100	14181	100	78	100	164	100	14123	100	78	100	164	100	14115	99										
Ethnicity African American/Black	1	1	3	2	390	3	1	100	3	100	388	99	1	100	3	100	388	99	1	100	3	100	386	99										
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100										
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100										
Hispanic	5	6	5	3	170	1	5	100	5	100	168	99	5	100	5	100	166	98	5	100	5	100	166	98										
Caucasian/White	72	92	156	95	13282	93	72	100	156	100	13264	100	72	100	156	100	13205	100	72	100	156	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	11	14	38	23	2524	18	11	100	38	100	2514	100	11	100	38	100	2498	99	11	100	38	100	2494	99										
Current LEP	5	6	5	3	385	3	5	100	5	100	377	98	5	100	5	100	383	99	5	100	5	100	380	99										
Economically disadvantaged	27	35	54	33	5587	39	27	100	54	100	5569	100	27	100	54	100	5538	99	27	100	54	100	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	70	90	132	80	10755	76	71	91	132	80	10730	76	70	90	132	80	10776	76						
Identified disability (PET/IEP)	4	6	7	5	375	3	4	6	6	5	374	3	4	6	7	5	384	4						
LEP	3	4	3	2	148	1	3	4	3	2	148	1	3	4	3	2	150	1						
504 plan	3	4	3	2	114	1	3	4	3	2	114	1	3	4	3	2	115	1						
Participation with accommodations	8	10	30	18	3298	23	7	9	30	18	3267	23	8	10	30	18	3215	23						
Identified disability (PET/IEP)	7	88	29	97	2013	61	7	100	30	100	1998	61	7	88	29	97	1986	62						
LEP	2	25	2	7	225	7	2	29	2	7	233	7	2	25	2	7	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	1	13	1	3	1046	32	0	0	0	0	1023	31	1	13	1	3	987	31						
Participation through alternate assessment (PAAP)	0	0	2	1	126	1	0	0	2	1	126	1	0	0	2	1	124	1						
Identified disability (PET/IEP)	0	0	2	100	126	100	0	0	2	100	126	100	0	0	2	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	3	3	4	2	601	4
	2006-2007	5	6	5	3	507	4
	2007-2008	2	3	2	1	559	4
	Cum. Total*	10	4	11	2	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	40	45	80	45	7910	57
	2006-2007	49	58	82	50	8749	63
	2007-2008	54	69	95	59	8308	59
	Cum. Total*	143	57	257	51	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	30	34	64	36	3970	29
	2006-2007	20	24	54	33	3467	25
	2007-2008	19	24	50	31	3922	28
	Cum. Total*	69	27	168	33	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	16	18	30	17	1421	10
	2006-2007	11	13	24	15	1165	8
	2007-2008	3	4	15	9	1264	9
	Cum. Total*	30	12	69	14	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.2	65.0	28.9	60.2	29.7	61.9
Literary Text	24	50	16.6	69.2	15.3	63.8	15.5	64.6
Informational Text	24	50	14.5	60.4	13.7	57.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 52
 School: Turner Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	78	2	3	54	69	19	24	3	4	447	162	1	59	31	9	444	14053	4	59	28	9	445
Ethnicity																						
African American/Black	1										3						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	5	0	0	2	40	3	60	0	0	442	5	0	40	60	0	442	164	0	45	38	16	440
Caucasian/White	72	2	3	51	71	16	22	3	4	447	154	1	58	31	10	444	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	11	0	0	1	9	9	82	1	9	437	36	0	6	69	25	435	2388	0	29	44	26	437
No	67	2	3	53	79	10	15	2	3	448	126	2	74	20	5	446	11665	5	65	25	6	446
Current LEP																						
Yes	5	0	0	2	40	3	60	0	0	442	5	0	40	60	0	442	373	1	32	35	32	436
No	73	2	3	52	71	16	22	3	4	447	157	1	59	30	10	444	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	27	1	4	14	52	10	37	2	7	445	53	2	38	45	15	441	5502	1	47	37	14	441
No	51	1	2	40	78	9	18	1	2	448	109	1	69	24	6	445	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	78	2	3	54	69	19	24	3	4	447	162	1	59	31	9	444	14048	4	59	28	9	445
Gender																						
Female	35	1	3	27	77	7	20	0	0	449	72	1	64	26	8	445	6959	5	61	26	8	446
Male	43	1	2	27	63	12	28	3	7	445	90	1	54	34	10	443	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	24	0	0	12	50	12	50	0	0	443	35	0	43	57	0	442	1890	0	37	46	17	439
No	54	2	4	42	78	7	13	3	6	448	127	2	63	24	12	444	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	78	2	3	54	69	19	24	3	4	447	162	1	59	31	9	444	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: MSAD 52

School: Turner Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 88 9 0	0 1 1 14	0 1 1 14	1 49 4 4	50 71 57	1 16 2	50 23 29	0 3 0	0 4 0	443 447 448	3 83 14 1	0 1 5 0	50 63 38 0	25 27 52 100	25 9 5 0	441 444 442 440	5 74 18 2	1 4 5 3	42 62 59 32	36 27 29 34	21 7 7 31	440 445 446 438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	18 45 36 1	0 0 2 0	0 0 7 0	12 23 19 0	86 66 68 0	2 11 5 1	14 31 18 100	0 1 2 0	0 3 7 0	447 445 449 436	23 50 25 2	0 0 5 0	64 59 58 0	31 32 24 100	6 9 13 0	444 443 446 436	30 52 12 5	6 4 2 0	63 63 46 33	24 27 37 40	7 6 15 26	446 446 441 437
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	29 51 14 5	2 0 0 0	9 0 0 0	15 28 9 2	65 70 82 50	6 9 2 2	26 23 18 50	0 3 0 0	0 8 0 0	450 445 447 442	35 48 12 4	4 0 0 0	56 61 63 33	35 25 32 67	5 13 5 0	446 443 442 439	35 51 12 2	7 3 1 0	66 60 44 23	20 29 40 47	6 7 16 30	448 445 440 436
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	35 45 21	1 1 0	4 3 0	19 23 12	70 66 75	5 10 4	19 29 25	2 1 0	7 3 0	448 446 445	30 53 17	2 1 0	53 62 62	29 30 38	16 7 0	444 444 444	19 62 18	2 5 3	46 64 58	34 26 29	17 5 10	442 446 444
How hard were the reading passages on this test? A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read.	8 63 29	0 1 1	0 2 4	1 35 18	17 71 78	5 10 4	83 20 17	0 3 0	0 6 0	440 447 448	14 52 34	0 1 2	23 63 67	64 26 25	14 10 6	437 444 446	14 52 33	0 3 7	32 62 68	46 28 20	22 7 5	438 445 448
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	15 54 22 9	1 1 0 0	8 2 0 0	8 32 10 4	67 76 59 57	2 8 6 3	17 19 35 43	1 1 1 0	8 2 6 0	448 448 444 445	15 62 14 10	4 1 0 0	43 67 57 33	35 25 38 53	17 7 5 13	443 445 444 440	18 55 14 13	7 4 2 1	64 64 53 44	22 26 33 39	7 6 12 16	447 446 443 441
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	12 18 70	0 0 2	0 0 4	6 7 40	67 50 74	3 6 10	33 43 19	0 1 2	0 7 4	444 443 448	22 23 55	0 0 2	48 51 67	33 34 27	18 14 4	439 442 446	23 25 52	3 3 5	50 60 64	34 29 24	13 8 6	442 444 446
Optional school/SAU question A. B. C. D.	50 0 50 0	0 1	0 100	0 0	0 0	1 0	100 0	0 0	0 0	440 480	20 40 40 0	0 0 50	0 0 0	100 0 0	0 100 50	440 419 455						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	7	8	13	7	1294	9
	2006-2007	6	7	7	4	1054	8
	2007-2008	8	10	11	7	1321	9
	Cum. Total*	21	8	31	6	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	48	54	88	49	7000	50
	2006-2007	48	56	77	47	7394	53
	2007-2008	56	72	89	55	7079	51
	Cum. Total*	152	60	254	50	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	22	25	49	28	3784	27
	2006-2007	20	24	53	32	3729	27
	2007-2008	13	17	37	23	3955	28
	Cum. Total*	55	22	139	28	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	12	13	28	16	1894	14
	2006-2007	11	13	28	17	1735	12
	2007-2008	1	1	25	15	1642	12
	Cum. Total*	24	10	81	16	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.8	72.0	9.5	63.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.8	70.0	8.9	63.6	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.9	78.0	3.4	68.0	3.4	68.0
Cluster 4: Patterns	14	29	10.7	76.4	9.6	68.6	9.7	69.3

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 52
 School: Turner Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	78	8	10	56	72	13	17	1	1	451	162	7	55	23	15	445	13997	9	51	28	12	445
Ethnicity																						
African American/Black	1										3						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	5	0	0	4	80	1	20	0	0	448	5	0	80	20	0	448	162	4	41	34	21	440
Caucasian/White	72	7	10	52	72	12	17	1	1	451	154	6	55	23	16	444	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	11	0	0	9	82	2	18	0	0	448	36	0	36	25	39	435	2372	3	31	36	30	436
No	67	8	12	47	70	11	16	1	1	451	126	9	60	22	9	447	11625	11	54	27	8	447
Current LEP																						
Yes	5	0	0	4	80	1	20	0	0	448	5	0	80	20	0	448	381	4	33	28	35	435
No	73	8	11	52	71	12	16	1	1	451	157	7	54	23	16	444	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	27	2	7	18	67	7	26	0	0	449	53	4	47	26	23	441	5472	5	41	35	19	440
No	51	6	12	38	75	6	12	1	2	452	109	8	59	21	12	446	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	78	8	10	56	72	13	17	1	1	451	162	7	55	23	15	445	13992	9	51	28	12	445
Gender																						
Female	35	6	17	27	77	2	6	0	0	453	72	8	58	11	22	445	6933	9	50	29	12	445
Male	43	2	5	29	67	11	26	1	2	449	90	6	52	32	10	445	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	24	0	0	19	79	5	21	0	0	448	35	0	63	29	9	444	1890	2	34	41	23	438
No	54	8	15	37	69	8	15	1	2	452	127	9	53	21	17	445	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	78	8	10	56	72	13	17	1	1	451	162	7	55	23	15	445	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: MSAD 52

School: Turner Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	100	0	0	0	0	447	3	0	50	25	25	434	5	6	34	33	27	438
B. less than one hour	88	7	10	48	70	13	19	1	1	451	83	7	57	22	14	446	74	10	52	28	10	446
C. one to two hours	9	1	14	6	86	0	0	0	0	453	14	10	57	19	14	445	18	10	52	28	10	446
D. more than two hours	0										1	0	0	100	0	434	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	3	10	23	79	3	10	0	0	453	37	7	63	19	11	447	38	13	56	23	8	448
B. They match some of what I have learned.	49	4	11	27	71	6	16	1	3	451	52	8	58	20	15	445	48	8	52	29	10	445
C. They match just a little of what I have learned.	10	0	0	4	50	4	50	0	0	442	8	0	33	58	8	440	10	4	35	39	22	439
D. There is no match.	4	1	33	2	67	0	0	0	0	457	4	17	33	0	50	437	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	6	24	18	72	1	4	0	0	456	32	16	68	12	4	451	35	16	55	20	8	449
B. good	51	2	5	29	73	8	20	1	3	449	52	4	52	22	22	442	48	7	52	31	11	445
C. fair	13	0	0	8	80	2	20	0	0	448	12	0	61	33	6	445	14	3	41	38	18	440
D. poor	4	0	0	1	33	2	67	0	0	441	4	0	17	67	17	437	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	12	1	11	5	56	3	33	0	0	448	18	7	22	37	33	437	15	4	38	33	25	439
B. about the same as my regular schoolwork	70	4	8	38	72	10	19	1	2	450	64	6	61	21	11	446	64	10	54	28	9	446
C. easier than my regular schoolwork	18	3	21	11	79	0	0	0	0	455	18	11	71	11	7	449	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	39	3	10	23	77	4	13	0	0	452	35	9	52	19	20	445	23	8	47	29	16	443
B. two or three days a week	42	4	13	23	72	4	13	1	3	451	36	9	66	16	9	447	36	11	54	27	9	447
C. two or three times each month	16	1	8	7	58	4	33	0	0	447	19	3	57	33	7	445	25	10	53	27	10	446
D. never or almost never	4	0	0	2	67	1	33	0	0	445	9	0	36	36	29	437	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	1	100	0	0	0	0	460	5	0	25	38	38	435	5	3	30	33	33	436
B. two or three days a week	6	0	0	3	60	2	40	0	0	446	14	5	36	23	36	436	19	8	50	30	12	445
C. two or three times each month	58	5	11	34	76	5	11	1	2	451	53	7	64	20	9	447	38	11	55	26	8	447
D. never or almost never	34	3	12	17	65	6	23	0	0	451	28	9	58	23	9	447	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	1	0	0	1	100	0	0	0	0	454	10	0	33	27	40	435	8	3	33	38	25	438
B. 30–45 minutes	6	0	0	4	80	1	20	0	0	448	23	3	50	25	22	441	27	6	48	33	13	443
C. 45–60 minutes	38	2	7	19	66	8	28	0	0	449	36	7	55	25	13	446	38	11	54	26	9	447
D. more than 60 minutes	55	6	14	31	74	4	10	1	2	452	31	13	71	15	2	450	26	13	55	23	9	448
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	436	20	0	0	100	0	436						
B.	0										40	0	0	0	100	426						
C.	50	0	0	1	100	0	0	0	0	456	40	0	50	50	0	445						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	1	1	751	5
	2006-2007	7	8	8	5	963	7
	2007-2008	4	5	4	2	882	6
	Cum. Total*	11	4	13	3	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	50	56	87	49	7251	52
	2006-2007	38	45	53	32	6824	49
	2007-2008	50	64	76	47	7130	51
	Cum. Total*	138	55	216	43	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	30	34	67	38	4514	32
	2006-2007	28	33	73	44	4382	32
	2007-2008	18	23	57	35	4433	32
	Cum. Total*	76	30	197	39	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	9	10	23	13	1458	10
	2006-2007	12	14	31	19	1735	12
	2007-2008	6	8	25	15	1546	11
	Cum. Total*	27	11	79	16	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.5	70.8	7.8	65.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	8.1	67.5	7.0	58.3	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	8.0	66.7	7.0	58.3	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.8	65.0	7.4	61.7	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslg/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	78	4	5	50	64	18	23	6	8	447	162	2	47	35	15	442	13991	6	51	32	11	444
Ethnicity																						
African American/Black	1										3						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	5	0	0	1	20	3	60	1	20	439	5	0	20	60	20	439	162	2	38	39	21	439
Caucasian/White	72	3	4	49	68	15	21	5	7	447	154	2	47	35	16	442	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	11	0	0	2	18	6	55	3	27	435	36	0	8	53	39	433	2370	2	32	41	25	437
No	67	4	6	48	72	12	18	3	4	449	126	3	58	30	9	445	11621	7	55	30	8	445
Current LEP																						
Yes	5	0	0	1	20	3	60	1	20	439	5	0	20	60	20	439	379	1	25	35	39	433
No	73	4	5	49	67	15	21	5	7	448	157	3	48	34	15	442	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	27	1	4	15	56	7	26	4	15	445	53	2	43	28	26	440	5470	3	41	39	18	440
No	51	3	6	35	69	11	22	2	4	448	109	3	49	39	10	443	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	78	4	5	50	64	18	23	6	8	447	162	2	47	35	15	442	13986	6	51	32	11	444
Gender																						
Female	35	3	9	20	57	9	26	3	9	447	72	4	42	36	18	442	6929	6	49	33	12	443
Male	43	1	2	30	70	9	21	3	7	447	90	1	51	34	13	443	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	24	1	4	12	50	9	38	2	8	443	35	3	43	43	11	441	1888	1	32	44	23	437
No	54	3	6	38	70	9	17	4	7	449	127	2	48	33	17	443	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	78	4	5	50	64	18	23	6	8	447	162	2	47	35	15	442	13725	6	51	32	11	444

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: MSAD 52

School: Turner Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	50	1	50	0	0	445	3	0	50	25	25	442	5	4	37	36	22	439
B. less than one hour	88	3	4	46	67	15	22	5	7	447	83	2	50	34	13	443	74	6	53	31	10	444
C. one to two hours	9	1	14	3	43	2	29	1	14	446	14	5	33	43	19	441	18	7	52	32	8	445
D. more than two hours	0										1	0	0	0	100	428	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	21	2	13	11	69	3	19	0	0	452	25	5	53	32	11	445	24	9	53	28	10	446
B. They match some of what I have learned.	38	0	0	19	66	8	28	2	7	446	47	0	43	42	15	441	49	6	54	31	9	445
C. They match just a little of what I have learned.	19	0	0	7	47	5	33	3	20	439	17	0	35	38	27	438	21	4	47	36	13	442
D. There is no match.	22	2	12	12	71	2	12	1	6	451	11	12	71	12	6	451	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	18	1	7	9	64	2	14	2	14	448	25	3	45	37	16	442	25	9	53	27	10	446
B. good	54	1	2	30	73	10	24	0	0	448	54	1	52	36	11	443	54	6	55	30	9	445
C. fair	25	2	11	10	53	5	26	2	11	447	19	7	45	28	21	443	19	3	43	40	15	441
D. poor	3	0	0	0	0	1	50	1	50	434	2	0	0	67	33	433	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	40	2	7	20	67	5	17	3	10	448	34	4	53	29	14	444	22	5	45	35	15	442
B. about the same as my regular schoolwork	51	2	5	23	61	12	32	1	3	447	53	3	45	39	14	442	62	7	53	31	9	445
C. easier than my regular schoolwork	9	0	0	5	71	1	14	1	14	448	13	0	40	40	20	441	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	9	0	0	4	57	2	29	1	14	446	10	0	33	47	20	440	24	7	48	33	12	444
B. a few times a week	66	2	4	32	63	13	25	4	8	446	57	2	46	37	15	442	53	7	54	31	9	445
C. once a week	1	0	0	0	0	1	100	0	0	438	13	0	35	35	30	438	9	6	46	33	15	442
D. a few times a month	23	2	11	13	72	2	11	1	6	452	20	6	65	26	3	448	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	60	3	7	29	63	11	24	3	7	448	50	4	47	34	14	443	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	10	0	0	4	50	3	38	1	13	444	20	0	30	47	23	438	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	23	1	6	12	67	4	22	1	6	447	21	3	56	34	6	445	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	6	0	0	4	80	0	0	1	20	447	10	0	60	20	20	444	22	9	55	26	9	446
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	438	20	0	0	100	0	438						
B.	0										40	0	0	0	100	425						
C.	50	1	100	0	0	0	0	0	0	474	40	50	0	50	0	454						
D.	0										0											

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N = Number